

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. •

IMPACT

The District of Columbia Public Schools
Effectiveness Assessment System for
School-Based Personnel
2010–2011

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. •

GROUP 16 Mentor Teachers



Michael DeAngelis



Simona Monnatti



On the cover of the IMPACT guidebook are the six core beliefs of DCPS. They are:

- All children, regardless of background or circumstance, can achieve at the highest levels.
- Achievement is a function of effort, not innate ability.
- We have the power and responsibility to close the achievement gap.
- Our schools must be caring and supportive environments.
- It is critical to engage our students' families and communities as valued partners.
- Our decisions at all levels must be guided by robust data.

These core beliefs are the foundation of our work as a school system. They speak to the incredibly powerful idea that, despite the challenges that many of our students face, we have the ability to make a dramatic, positive *impact* on their lives. Our hope is that this effectiveness assessment system will help us increase that impact and, in doing so, broaden the life opportunities of the children of the District of Columbia.

TABLE OF CONTENTS

- 3** Letter from the Chancellor
- 4** Putting Growth First
- 6** Overview
- 8** IMPACT Components
- 22** Putting It All Together
- 26** Concluding Message





Bel Perez Gabilondo

Dear DCPS Community,

Over the past three years, our district has made unprecedented gains in student achievement. As we learned earlier this year, on the National Assessment of Educational Progress (NAEP), our fourth graders *led the nation* in reading growth and outperformed *all other urban school systems* in math growth. This extraordinary news is a direct result of your tireless efforts on behalf of our students.

I know that it is incredibly challenging to be an effective educator in DCPS and that you continue to face obstacles every day. But I also know that you are determined to overcome these difficulties, and I admire you tremendously for refusing to lower your standards.

Thank you.

As we reflect upon our achievements, we must also recognize that we still have far to go. None of us is satisfied when so many of our students are still below grade level in both reading and math. We introduced the Teaching and Learning Framework and IMPACT last year as a central part of our strategy to change this unacceptable reality. Our goal was to provide a common language for instruction, a clear set of performance expectations, and the beginnings of a comprehensive system for guidance and support.

I recognize that many of you found these changes to be challenging at first and that neither the framework nor IMPACT was perfect. This is why we embarked upon an extraordinary effort to gather feedback from as many members of the DCPS community as possible. In more than 100 feedback sessions, our IMPACT team engaged in individual and small group conversations with over 1,000 teachers, administrators, and other school-based staff members in every part of the district. I want to thank all of you who took the time to participate in this effort.

We heard you.

In response to your feedback, we made a number of substantive changes. We made the Teaching and Learning Framework more flexible to better honor the art and complexity of teaching. We revised the non-teaching rubrics to be more specific and more aligned to your actual job responsibilities. We added a new standard to the Commitment to School Community rubric to honor your efforts to build partnerships with families. And we clarified how student achievement would be measured in non-DC CAS grades and subjects. These are just a few of the many modifications we made based on your feedback.

Because of your input, I know that the Teaching and Learning Framework and IMPACT are stronger, clearer, and more aligned to our goal of ensuring an excellent education for every child in the nation's capital. This is one of the many reasons I am so excited about our potential for even greater student achievement gains this school year.

Thank you again for your commitment to excellence in all eight wards of this city. I am inspired by your passion and deeply grateful for the difference you make in our children's lives.

Sincerely,



Michelle Rhee

Chancellor, District of Columbia Public Schools



PUTTING GROWTH FIRST

How does IMPACT support my growth?

The primary purpose of IMPACT is to help you become more effective in your work. Our commitment to continuous learning applies not only to our students, but to you as well. IMPACT supports your growth by:

- **Clarifying Expectations** — IMPACT outlines clear performance expectations for all school-based employees. Over the past year, we have worked to ensure that the performance metrics and supporting rubrics are clearer and more aligned to your specific responsibilities.
- **Providing Feedback** — Quality feedback is a key element of the improvement process. This is why, during each assessment cycle, you will have a conference to discuss your strengths as well as your growth areas. You can also view written comments about your performance by logging into your IMPACT account at <http://impactdcps.dc.gov>.
- **Facilitating Collaboration** — By providing a common language to discuss performance, IMPACT helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.
- **Driving Professional Development** — The information provided by IMPACT helps DCPS make strategic decisions about how to use our resources to best support you. We can also use this information to differentiate our support programs by cluster, school, grade, job type, or any other category.
- **Retaining Great People** — Having highly effective teachers and staff members in our schools helps everyone improve. By mentoring and by serving as informal role models, these individuals provide a concrete picture of excellence that motivates and inspires us all. IMPACT helps retain these individuals by providing significant recognition for outstanding performance.

What are the school system's plans for professional development?

Professional development is vital to our collective success and to our belief in continuous improvement. The best schools are focused on the learning of children *and* adults. This is why we are working aggressively to provide you with outstanding support.

To start, over the past three years, we have dramatically increased spending on professional development. We have also fully implemented the instructional coach program for teachers and have provided a significant amount of differentiated training for other school-based employees.

We are even more excited, though, about our plans for the future. This year, in collaboration with the Washington Teachers' Union, we will be piloting new professional development centers and an expanded mentoring program. We will also be planning a first-of-its-kind online professional development platform, which will offer a wealth of resources to help you improve. For example, teachers will eventually have access to video clips of exemplary practice as well as lesson plans and assessment tools. In addition, educators will be able to connect with one another to develop virtual professional learning communities.

All of these efforts will be guided by the performance data we receive from IMPACT, ensuring that our professional development is targeted to *your* unique needs.



Bel Perez Gabilondo



GROUP 16: OVERVIEW

Who is in Group 16?

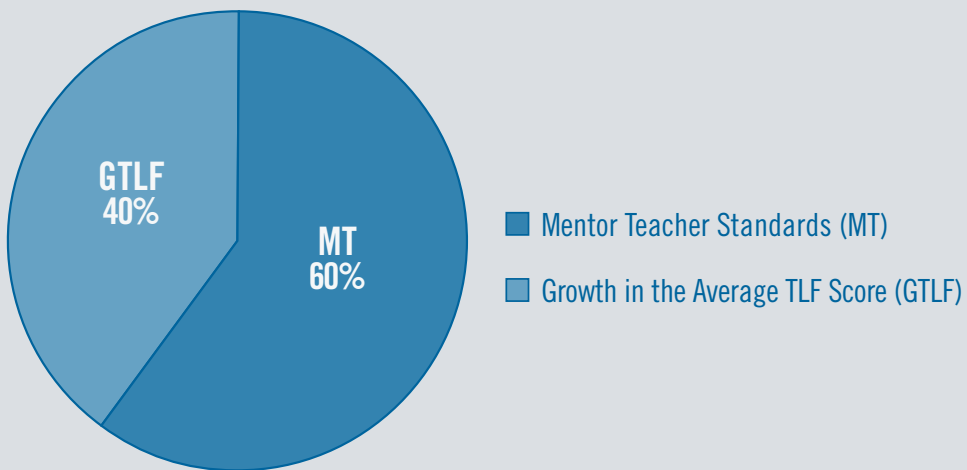
Group 16 consists of all mentor teachers.

What are the IMPACT components for members of Group 16?

There are three IMPACT components for members of Group 16. Each is explained in greater detail in the following sections of this guidebook.

- **Mentor Teacher Standards (MT)** — These standards define excellence for mentor teachers in DCPS. They make up 60% of your IMPACT score.
- **Growth in the Average Teaching and Learning Framework Score (GTLF)** — This is a measure of the extent to which your mentees' average score on the Teaching and Learning Framework increases over the course of the school year. This component makes up 40% of your IMPACT score.
- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

IMPACT COMPONENTS FOR GROUP 16



MENTOR TEACHER STANDARDS (MT)

What are the Mentor Teacher Standards?

These standards define excellence for mentor teachers in DCPS. They include:

- Standard 1: Analysis of Practice
- Standard 2: Suggestions for Improvement
- Standard 3: Strategies for Assistance
- Standard 4: Use of Data
- Standard 5: Collaboration
- Standard 6: Guidance and Support for New Teachers
- Standard 7: Support for the DCPS Mentoring Program

Who developed the Mentor Teacher Standards?

The DCPS Office of Professional Development, in collaboration with DCPS mentor teachers, developed the standards. The National Staff Development Council Standards and the practices of the New Teacher Center helped inform the development process.

How will my proficiency in the Mentor Teacher Standards be assessed?

Your proficiency will be assessed two times over the course of the year according to the rubric at the conclusion of this section. A representative from the DCPS Office of Professional Development will conduct the assessments, the first by December 1 and the second by June 15.

As part of each assessment cycle, you will have a conference with a representative from the DCPS Office of Professional Development. At this conference you will receive feedback based on the Mentor Teacher Standards rubric and discuss next steps for professional growth.

How will my proficiency in the Mentor Teacher Standards be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart to the right.

If I have additional questions about the Mentor Teacher Standards, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

SAMPLE SCORE CHART
MENTOR TEACHER STANDARDS (MT)

MENTOR TEACHER STANDARDS (MT)	CYCLE ENDS 12/1	CYCLE ENDS 6/15	OVERALL ANNUAL COMPONENT SCORE (Average of Cycles)
MT SCORE (Average of MT 1 to MT 7)	3.6	3.7	3.7
MT 1: Analysis of Practice	3.0	4.0	
MT 2: Suggestions for Improvement	3.0	3.0	
MT 3: Strategies for Assistance	4.0	4.0	
MT 4: Use of Data	4.0	4.0	
MT 5: Collaboration	4.0	3.0	
MT 6: Guidance and Support for New Teachers	4.0	4.0	
MT 7: Support for the DCPS Mentoring Program	3.0	4.0	



Michael DeAngelis

MENTOR TEACHER STANDARDS (MT) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
MT 1: ANALYSIS OF PRACTICE		
MT 1	Mentor teacher meets Level 3 expectations AND extends impact by analyzing the effect of teacher practice on the achievement of individual students accurately (for example, by correctly identifying the link between a specific teaching strategy and the success of individual students).	Mentor teacher consistently analyzes teacher practice (including instruction, lesson plans, assignments, and assessments) in an accurate manner and draws detailed and appropriate conclusions regarding strengths and areas for growth.
MT 2: SUGGESTIONS FOR IMPROVEMENT		
MT 2	Mentor teacher meets Level 3 expectations AND extends impact by ensuring that teachers develop routines for frequent and structured self-reflection grounded in student outcome data.	Mentor teacher consistently provides teachers with practical, specific, and evidence-based suggestions for improvement.
MT 3: STRATEGIES FOR ASSISTANCE		
MT 3	Mentor teacher meets Level 3 expectations AND extends impact by differentiating her/his strategies for each individual teacher.	Mentor teacher consistently uses a variety of strategies, in an effective manner, to help teachers improve their practice (for example, models lessons, co-plans with the teachers, or suggests useful online or print resources).
MT 4: USE OF DATA		
MT 4	Mentor teacher meets Level 3 expectations AND extends impact by using data to improve her/his own practice (for example, by making adjustments to a mentoring strategy after viewing student achievement information that suggests the strategy is not effective).	Mentor teacher consistently uses data, in an appropriate manner, to determine mentoring priorities and formulate individual action plans.

LEVEL 2

LEVEL 1 (LOWEST)

Mentor teacher **sometimes** analyzes teacher practice (including instruction, lesson plans, assignments, and assessments) in an accurate manner and draws detailed and appropriate conclusions regarding strengths and areas for growth.

Mentor teacher **rarely or never** analyzes teacher practice (including instruction, lesson plans, assignments, and assessments) in an accurate manner and draws detailed and appropriate conclusions regarding strengths and areas for growth.

Mentor teacher **sometimes** provides teachers with practical, specific, and evidence-based suggestions for improvement.

Mentor teacher **rarely or never** provides teachers with practical, specific, and evidence-based suggestions for improvement.

Mentor teacher **sometimes** uses a variety of strategies, in an effective manner, to help teachers improve their practice (for example, models lessons, co-plans with the teachers, or suggests useful online or print resources).

Mentor teacher **rarely or never** uses a variety of strategies, in an effective manner, to help teachers improve their practice (for example, models lessons, co-plans with the teachers, or suggests useful online or print resources).

Mentor teacher **sometimes** uses data, in an appropriate manner, to determine mentoring priorities and formulate individual action plans.

Mentor teacher **rarely or never** uses data, in an appropriate manner, to determine mentoring priorities and formulate individual action plans.



MENTOR TEACHER STANDARDS (MT) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
MT 5: COLLABORATION		
MT 5	Mentor teacher meets Level 3 expectations AND extends impact by developing teacher leaders who take responsibility for fostering collaboration in their schools.	Mentor teacher consistently collaborates with school administrators, instructional coaches, and teachers to ensure that her/his mentees receive coordinated support; and consistently participates, as appropriate, in mentees' Thirty-Minute Morning Block meetings, grade level/department meetings, and Professional Learning Community meetings.
MT 6: GUIDANCE AND SUPPORT FOR NEW TEACHERS		
MT 6	Mentor teacher meets Level 3 expectations AND extends impact by dedicating a truly exceptional amount of time and energy towards providing differentiated guidance and support to her/his teachers.	Mentor teacher consistently provides her/his teachers with meaningful guidance and support to help them navigate the challenges (instructional and otherwise) of serving as a new teacher.
MT 7: SUPPORT FOR THE DCPS MENTORING PROGRAM		
MT 7	Mentor teacher meets Level 3 expectations AND extends impact by helping plan and lead programming for the DCPS Mentoring Program.	Mentor teacher consistently collaborates, in an effective manner, with the leadership of the DCPS Mentoring Program; and always follows the program's policies and procedures.

LEVEL 2

LEVEL 1 (LOWEST)

Mentor teacher **sometimes** collaborates with school administrators, instructional coaches, and teachers to ensure that her/his mentees receive coordinated support; and **sometimes** participates, as appropriate, in mentees' Thirty-Minute Morning Block meetings, grade level/department meetings, and Professional Learning Community meetings.

Mentor teacher **rarely or never** collaborates with school administrators, instructional coaches, and teachers to ensure that her/his mentees receive coordinated support; or **rarely or never** participates, as appropriate, in mentees' Thirty-Minute Morning Block meetings, grade level/department meetings, and Professional Learning Community meetings.

Mentor teacher **sometimes** provides her/his teachers with meaningful guidance and support to help them navigate the challenges (instructional and otherwise) of serving as a new teacher.

Mentor teacher **rarely or never** provides her/his teachers with meaningful guidance and support to help them navigate the challenges (instructional and otherwise) of serving as a new teacher.

Mentor teacher **sometimes** collaborates, in an effective manner, with the leadership of the DCPS Mentoring Program; and **always** follows the program's policies and procedures.

Mentor teacher **rarely or never** collaborates, in an effective manner, with the leadership of the DCPS Mentoring Program; or **does not always** follow the program's policies and procedures.



GROWTH IN THE AVERAGE TLF SCORE (GTLF)

What is Growth in the Average Teaching and Learning Framework Score?

Based on each formal observation, every teacher will receive an overall score of 4.0 (highest) to 1.0 (lowest) for her/his proficiency in the Teaching and Learning Framework. From these scores, we can calculate a group average for any subset of teachers (for example, all teachers in a school or all teachers in a mentor teacher's cohort). We can then track the growth of that group average from one observation cycle to the next. That growth is what we are describing here.

Why is this one of my IMPACT components?

As an instructional coach or mentor teacher, your chief responsibility is to help your teachers improve their instructional practice so that their students can achieve at the highest levels. Thus, one key measure of your effectiveness is the extent to which the average Teaching and Learning Framework score of the teachers you are supporting increases over time.

How will this component be scored?

We will compare your teachers' average Teaching and Learning Framework score after the first master educator observation cycle (which will conclude by February 1) with their average score after the second master educator observation cycle (which will conclude by June 15). As the rubric at the conclusion of this section indicates, growth of 0.20 points or more will yield a GTLF score of 4, growth of between 0.1 and 0.19 points will yield a GTLF score of 3, growth of between 0.01 and 0.09 points will yield a GTLF score of 2, and growth of 0.0 or below will yield a GTLF score of 1.

If I have additional questions about GTLF, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

**Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.*



Meaghan Gay

GROWTH IN THE AVERAGE TEACHING AND LEARNING FRAMEWORK SCORE (GTLF) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

GTLF 1: GROWTH IN THE AVERAGE TEACHING AND LEARNING FRAMEWORK SCORE

GTLF 1

From the first master educator cycle to the second master educator cycle, teacher cohort realizes an average TLF growth of **at least 0.20 points** OR teacher cohort achieves an average TLF score of **3.50 or higher**.

From the first master educator cycle to the second master educator cycle, teacher cohort realizes an average TLF growth of **at least 0.10 points**.



Michael DeAngelis



Bel Perez Gabilondo

LEVEL 2

From the first master educator cycle to the second master educator cycle, teacher cohort realizes an average TLF growth of **at least 0.01 points.**

LEVEL 1 (LOWEST)

From the first master educator cycle to the second master educator cycle, teacher cohort **does not realize, on average, positive growth.**



Bel Perez Gabilondo



CORE PROFESSIONALISM (CP)

What is Core Professionalism?

This component measures four basic tenets of professionalism: 1) having no unexcused absences; 2) having no unexcused late arrivals; 3) following the policies and procedures of your school (or program) and the school system; and 4) interacting with colleagues, students, families, and community members in a respectful manner.

How will my Core Professionalism be assessed?

Your administrator (or program supervisor) will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by December 1 and the second by June 15.

As part of each assessment cycle, you will have a conference with your administrator (or program supervisor). At this conference you will receive feedback based on the Core Professionalism rubric and discuss next steps for professional growth.

How will my Core Professionalism be scored?

Unlike the other rubrics in IMPACT, there are only three levels for Core Professionalism: Meets Standard, Slightly Below Standard, and Significantly Below Standard.

If you consistently receive a Core Professionalism rating of Meets Standard (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall score

for this component will be Meets Standard and you will see no change in your final IMPACT score. This is the case in the sample score chart to the right.

If you receive a rating of Slightly Below Standard on any part of the Core Professionalism rubric during a cycle (and you receive no ratings of Significantly Below Standard), you will receive an overall rating of Slightly Below Standard for that cycle, and ten points will be deducted from your final IMPACT score. An additional ten points will be deducted if you earn an overall rating of Slightly Below Standard again the next cycle.

If you receive a rating of Significantly Below Standard on any part of the Core Professionalism rubric during a cycle, you will receive an overall rating of Significantly Below Standard for that cycle, and twenty points will be deducted from your final IMPACT score. An additional twenty points will be deducted if you earn an overall rating of Significantly Below Standard again the next cycle.

Please note that, if you are shared between two schools, the lower of your two Core Professionalism scores for each cycle will be used for your final IMPACT score.

For more information about the scoring process, please see the Putting It All Together section of this guidebook.

If I have additional questions about Core Professionalism, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcp@dc.gov.

SAMPLE SCORE CHART
CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE ENDS 12/1	CYCLE ENDS 6/15	OVERALL
CP SCORE (Lowest of CP 1 to CP 4)	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
CP 1: Attendance	MEETS STANDARD	MEETS STANDARD	
CP 2: On-Time Arrival	MEETS STANDARD	MEETS STANDARD	
CP 3: Policies and Procedures	MEETS STANDARD	MEETS STANDARD	
CP 4: Respect	MEETS STANDARD	MEETS STANDARD	



Michael DeAngelis

CORE PROFESSIONALISM (CP) RUBRIC

MEETS STANDARD		SLIGHTLY BELOW STANDARD
CP 1: ATTENDANCE		
CP 1	Individual has no unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has 1 unexcused absence (an absence that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 2: ON-TIME ARRIVAL		
CP 2	Individual has no unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has 1 unexcused late arrival (a late arrival that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 3: POLICIES AND PROCEDURES		
CP 3	Individual always follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).	With rare exception , individual follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).
CP 4: RESPECT		
CP 4	Individual always interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	With rare exception , individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

SIGNIFICANTLY BELOW STANDARD

Individual has **2 or more** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **2 or more** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual **demonstrates a pattern** of failing to follow DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner.



PUTTING IT ALL TOGETHER

What does this section explain?

This section is designed to help you understand how all of the components of your assessment will come together to form an overall IMPACT score and rating. The process involves five steps.

Step 1

We begin by identifying your overall ratings for each component of your assessment. Recall that, for all components other than Core Professionalism, the score will always range from 4.0 (highest) to 1.0 (lowest).

Step 2

We then multiply each component score by its percentage from the pie chart at the beginning of this guidebook. This creates “weighted scores” for each component. The chart below provides an example.

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Mentor Teacher Standards (MT)	3.7	x 60	= 222
Growth in the Average Teaching and Learning Framework Score (GTLF)	4.0	x 40	= 160
TOTAL			382

Step 3

We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

Step 4

We then adjust your total score based on your rating for Core Professionalism. If your rating for this component is Meets Standard for both cycles, then your total score remains unchanged. If not, then 10 points are subtracted from your total score for each cycle in which your rating is Slightly Below Standard, and 20 points are subtracted for each cycle in which your rating is Significantly Below Standard. In the example above, the individual's rating for all cycles is Meets Standard, so no points have been subtracted.

Step 5

Finally, we take your adjusted score and use the scale below to arrive at your final IMPACT rating.

OVERALL IMPACT SCALE

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
100 Points	175 Points*	250 Points**	350 Points***
			400 Points

**A score of exactly 175 would be classified as Minimally Effective.*

***A score of exactly 250 would be classified as Effective.*

****A score of exactly 350 would be classified as Highly Effective.*

Note: If you are not employed by DCPS for the entire year (for example, because you joined the school system partway through the year), or if, while employed by DCPS, you have an absence which causes you to miss one or more of your assessments, DCPS may at its discretion make adjustments to the IMPACT system to ensure that you receive a final IMPACT score for the year. These adjustments may include, among other things, changing deadlines, changing the number of assessments, and changing the type of assessment. Also, if unexpected circumstances interfere with the completion of one or more of your assessments, DCPS may nevertheless issue a final IMPACT score based on the remaining assessments. Finally, DCPS reserves the right to make any additional modifications to the IMPACT system during the school year. DCPS will provide notice of any such modifications prior to their implementation. (For the purposes above, “assessments” refers to observations, conferences, holistic reviews, data, and other means of measuring performance.)

PUTTING IT ALL TOGETHER

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Under the new Washington Teachers' Union contract, WTU members who earn this rating are eligible for additional compensation.

Effective: This rating signifies solid performance. Individuals who earn this rating will progress normally on their pay scales.

Minimally Effective: This rating signifies performance that is below expectations. Individuals who receive this rating are encouraged to take advantage of the professional development opportunities provided by DCPS. Such individuals will be held at their current salary step until they earn a rating of Effective or higher. Individuals who receive a rating of Minimally Effective for two consecutive years will be subject to separation from the school system.

Ineffective: This rating signifies unacceptable performance. Individuals who receive this rating will be subject to separation from the school system.

If I have a concern about my rating, what should I do?

If you ever have a concern, we encourage you to contact the IMPACT office at 202-719-6553 or impactdcps@dc.gov.



Bel Perez Gabilondo

CONCLUDING MESSAGE

This system is called “IMPACT” because you, the adults serving in our schools, have the ability to make a dramatic, positive impact on our students’ lives. *You* are the most important lever of change in our school system.

The impact you have already had is impressive. As noted in Chancellor Rhee’s opening letter, our students have made extraordinary gains in a relatively short time because of your commitment and dedication.

Though we have made great progress, we still have much to do. Our students — like all children — deserve the opportunity to pursue their dreams. Together, we can and must ensure that they have access to the one thing that will afford them this opportunity: an outstanding education.

NOTES

NOTES



Bel Perez Gabilondo



Michael DeAngelis



Bel Perez Gabilondo



This project is funded in part by the DC Public Education Fund (www.dceducationfund.org), which works to dramatically improve student achievement in the District of Columbia by serving as a strategic partner to businesses, foundations, community leaders, and individual donors in supporting and investing in high-impact programs with the District of Columbia Public Schools.

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), the District of Columbia Public Schools (DCPS) does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. •

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. •



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

District of Columbia Public Schools
1200 First Street, NE
Washington, DC 20002
www.dcps.dc.gov

Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments.